

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is strategy of a study chosen by the researcher. According to Creswell (2008), “research designs are plans and the procedures for research that span the decision from broad assumptions to detailed methods of data collection and analysis”. Furthermore, he states that there are three types of research design namely quantitative research, qualitative research, and mixed methods research.

This study is a qualitative research. Creswell (2008) explains qualitative research is to explore and understand individuals’ or groups’ interpretation which is related to a social or human problem. Qualitative research is “an approach to social science research that emphasizes collecting descriptive data in natural settings, uses inductive thinking, and emphasizes understanding the subjects point of view” (Bogdan & Biklen, 2006). A few characteristics of qualitative research are pointed out by Creswell (2007). First, he mentions about natural setting. It means that the data collection is collected in the field where participants experience an issue or problem which is studied by the researcher. Face-to-face interaction is possible for the researchers in the natural setting. Second is researcher as key instrument. It means that the collected data is examined by the qualitative researcher by reading documents, observing behavior, and interviewing participants. The third characteristic is multiple methods. The data collection of qualitative research typically is gathered in multiple data forms than a single data

source, for instance interviews, observations, and documents. Fourth is complex reasoning through inductive and deductive logic. It means that “qualitative researchers build their patterns, categories, and themes from the “bottom up”, by organizing the data inductively into increasingly more abstract units of information”. Fifth characteristic of qualitative is participants’ meaning. This means that learning the meaning that the participants hold about certain problem or issue is the focus of the entire qualitative research process. Sixth is emergent design. It means that the original plan chosen by the researcher of qualitative research is flexible. The first plan for research cannot be decided in the first place and it may change after entering the field to collect data. The next characteristic is reflexivity. It means that the qualitative research researchers situate themselves in a qualitative research study. The last characteristic is called holistic account. “The qualitative researchers try to develop a picture of the problem or issue under study.” This occupies “reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerges” (Creswell, 2007).

This study is aimed to know the errors on simple past tense in writing recount text made by the second grade students of SMA Panjura Malang. Moreover, the researcher also investigates what sources of those simple past tense errors. The data gathered from this study will be presented in descriptive analysis.

3.2 Research Subject

The researcher took the subject of the study in the second grade students of SMA Panjura Malang. There are several classes of the second grade that split

up into two majors, four classes of social science, and one classes of mathematics and science. Based on the English teacher's recommendation, the researcher chose one class from social science major. The teacher recommended as stated because she thought that there would be not much difference in every class because she applies the same methods and techniques of teaching. There were twenty eight students in this class originally but only twenty one students who were participating in this study.

3.3 Data Collection Method

The methods used to collect data by the researcher were test and interview.

3.3.1 Test

Ary et al. (2010, p. 201) state that a test is "a set of stimuli presented to an individual in order to elicit responses on the basis of which numerical score can be assigned." They mention two types of test, achievement test and standardized test. Achievement tests are used in educational research. They are used in measuring what learners have learned. "Achievement tests are generally classified as either standardized or teacher/researcher made." (Ary et al. (2010) Based on this definition, the researcher chose to use achievement test as their first research instrument.

The test that the researcher used was writing task. The students were asked to write recount text about the given topic 'what did you do on your last holiday?' (See Appendix I) This writing task was analyzed by the researcher to find what errors committed by the students on simple past tense in writing recount text. The

researcher analyzed thoroughly every students' paper and divided the errors founded based on the classification of error by Corder (1982).

3.3.2 Interview

Denscombe (1998, p.172) argues that “interviews involve a set of assumptions and understandings about situation which are not normally associated with a casual conversation”. He mentions seven types of interview. They are structured interviews, semi-structured interviews, unstructured interviews, one-to-one interviews, group interviews, focus groups, and internet interviews. According to Denscombe (1998), semi-structured interview is flexible in terms of the order of considered topics and it lets the development of respondents' idea. Moreover, semi-structured interview permits the interviewee to speak more broadly about the issues that the researcher brings up. Semi-structured interview has open-ended answers, and prominence on the interviewee expanding points of interest is possible. This statement is supported by Walkinson and Birmingham (2003, p. 45), who declare that “more questions are predetermined than with the unstructured interview, though there is sufficient flexibility to allow the interviewee an opportunity to shape the flow of information.” Based on this definition, the researcher chose to use semi-structured interview as her second research method.

In this study, semi-structured interview was used twice, in the preliminary and data collection. The preliminary interview was done with the teacher in order to know in what aspects SMA Panjura Malang students lack of in learning English (See Appendix II). The data collection interview was used to know why the

students committed such errors in their writings. The researcher had interview with the five students who committed most errors in their writing than other students. The interview was done after the students completed their writings and having them checked by the researcher. The researcher took notes of every response given by the interviewee (See Appendix III).

3.4 Data Collection Procedure

3.4.1 Writing Task

The researcher prepared writing task and asked the students to complete it in given times and topic. The students were asked to write based on the given topic “what did you do on your last holiday” in 20-30 minutes. They wrote their recount text in a minimum of two paragraphs.

3.4.2 Conducting Interview

After the researcher checked the students’ writing task, the researcher conducted the interview. It was done with the five students who committed most errors. Because it was semi-structured interview, the only question the researcher asked was “why did they make such errors?” while showing them the errors they made in their writings. The additional question was added depending on the respondents’ answer to the question above. The interview took approximately 10-15 minutes for each student.

3.5 Data Analysis

The most compound and puzzling phase of qualitative research is data analysis (Ary et al., 2010, p.481). In order to generate explanations, increase

theories, or create new questions, the researchers of qualitative research have to arrange what they have seen, heard, and read. For this study, the researcher analyzed the collected data by giving test and conducting interview. To be able to answer every research questions and create conclusion, the researcher sorted and classified the data.

Ary et al. (2010) suggest three stages to analyze qualitative data. They are organizing and familiarizing; coding and reducing; and interpreting and representing. Considering these three stages, the researcher analyzed the data by using the steps which were:

- Familiarizing and Organizing

Ary et al. (2010) state that familiarization and organization is the first stage to do in analyzing qualitative data. This stage helped in recovering the data easily. The researcher gathered the data from students' writing task and interview result. After understanding and immersing the data under study, the researcher made transcriptions and some important notes.

- Coding and Reducing

This is the second stage that Ary et al. (2010) claim as the core stages of analyzing qualitative data that contain categories identification and themes and their refinement. In this stage, the researcher started to code the data based on some criteria. The criteria were including the types of error and sources of the error that cause the students to commit the errors. These

criteria helped the researcher to divide certain information needed. The next step was reducing the criteria into more certain area.

- Reporting the Data

After coding and reducing, the researcher began to report what she got from her study. In this step, all the collected data was construed in descriptive analysis to answer the research questions. It contains the result of the study, researcher's background knowledge, and related theories.

